

“(ii) in the discretion of the agency, will reimburse to the agency some or all of the amount of the subgrant if the teacher fails to complete the course of study; and

“(iii) otherwise will provide the agency with proof of having completed such course of study not later than 60 days after such completion; and

“(4) has been selected by the agency to receive a subgrant based on the agency’s plan for meeting its classroom needs.

“(c) COURSE OF STUDY.—A course of study described in this subsection is a course of study at an institution of higher education that—

“(1) requires not less than one academic semester and not more than one academic year to complete;

“(2) is open for enrollment for professional development purposes to an eligible teacher described in subsection (b); and

“(3) is designed to improve the classroom teaching of such teachers through academic and child development studies.

“(d) SABBATICAL TERM.—A sabbatical term described in this subsection is a leave of absence from teaching duties granted to an eligible teacher for not less than one academic semester and not more than one academic year, during which period the teacher receives—

“(1) one-half of the amount of the salary that otherwise would be earned by the teacher, if the teacher had not been granted a leave of absence, from State or local funds made available by a State educational agency or a local educational agency; and

“(2) one-half of such amount from Federal funds received by such agency through a grant under this section.

“(e) PAYMENTS.—

“(1) TO ELIGIBLE TEACHERS.—In making a subgrant to an eligible teacher under this section, a State educational agency or a local educational agency shall agree to pay the teacher, for tax and administrative purposes, as if the teacher’s regular employment and teaching duties had not been suspended.

“(2) REPAYMENT OF SECRETARY.—A State educational agency or a local educational agency receiving a grant under this section shall agree to pay over to the Secretary the Federal share of any amount recovered by the agency pursuant to subsection (b)(3)(B)(ii).

“(f) FUNDING.—For the purpose of carrying out this section, there are authorized to be appropriated \$200,000,000 for fiscal year 2000 and such sums as may be necessary for fiscal years 2001 through 2004.”; and

It was decided in the { Yeas 181
negative { Nays 242

§11.24 [Roll No. 317]
AYES—181

Abercrombie	Clay	Eshoo
Ackerman	Clayton	Etheridge
Allen	Clement	Evans
Andrews	Clyburn	Farr
Baldacci	Condit	Fattah
Baldwin	Conyers	Filner
Barcia	Costello	Ford
Becerra	Coyne	Frank (MA)
Bentsen	Cramer	Frost
Berkley	Crowley	Gejdenson
Berman	Cummings	Gephardt
Berry	Danner	Gonzalez
Bishop	Davis (FL)	Gordon
Blagojevich	Davis (IL)	Green (TX)
Bonior	DeFazio	Gutierrez
Borski	DeGette	Hall (OH)
Boswell	Delahunt	Hastings (FL)
Boucher	DeLauro	Hill (IN)
Boyd	Deutsch	Hilliard
Brady (PA)	Dicks	Hinojosa
Brown (FL)	Dingell	Holt
Brown (OH)	Dixon	Hooley
Capps	Doggett	Hoyer
Capuano	Edwards	Insee
Carson	Engel	Jackson (IL)

Jackson-Lee	Millender-	Sandlin
(TX)	McDonald	Sawyer
Jefferson	Miller, George	Schakowsky
Johnson, E. B.	Minge	Scott
Jones (OH)	Mink	Serrano
Kanjorski	Moakley	Sherman
Kaptur	Moore	Shows
Kildee	Moran (VA)	Sisisky
Kilpatrick	Nader	Skelton
Kind (WI)	Napolitano	Slaughter
Kleczka	Neal	Snyder
Kucinich	Oberstar	Spratt
LaFalce	Obey	Stabenow
Lampson	Olver	Strickland
Lantos	Ortiz	Stupak
Larson	Owens	Tauscher
Lee	Pallone	Thompson (CA)
Levin	Pascrell	Thompson (MS)
Lofgren	Pastor	Thurman
Lowe	Payne	Tierney
Luther	Pelosi	Towns
Maloney (CT)	Peterson (MN)	Trafficant
Maloney (NY)	Phelps	Udall (CO)
Markey	Pickett	Udall (NM)
Martinez	Pomeroy	Velazquez
Mascara	Price (NC)	Vento
Matsui	Rahall	Visclosky
McCarthy (MO)	Rangel	Waters
McCarthy (NY)	Reyes	Watt (NC)
McGovern	Rodriguez	Waxman
McKinney	Rothman	Weiner
McNulty	Roybal-Allard	Wexler
Meehan	Rush	Weygand
Meek (FL)	Sabo	Woolsey
Meeks (NY)	Sanchez	Wu
Menendez	Sanders	Wynn

NOES—242

Aderholt	Dunn	LaHood
Archer	Ehlers	Largent
Armey	Ehrlich	Latham
Bachus	Emerson	LaTourette
Baird	Everett	Lazio
Baker	Ewing	Leach
Ballenger	Fletcher	Lewis (CA)
Barr	Foley	Lewis (KY)
Barrett (NE)	Forbes	Linder
Barrett (WI)	Fossella	Lipinski
Bartlett	Fowler	LoBiondo
Barton	Franks (NJ)	Lucas (KY)
Bass	Frelinghuysen	Lucas (OK)
Bateman	Gallegly	Manzullo
Bereuter	Ganske	McCollum
Biggert	Gekas	McCrery
Bilbray	Gibbons	McHugh
Bilirakis	Gilchrest	McInnis
Billey	Gillmor	McIntosh
Blumenauer	Gilman	McIntyre
Blunt	Goode	McKeon
Boehlert	Goodlatte	Metcalfe
Boehner	Goodling	Mica
Bonilla	Goss	Miller (FL)
Bono	Graham	Miller, Gary
Brady (TX)	Granger	Mollohan
Bryant	Green (WI)	Moran (KS)
Burr	Greenwood	Morella
Burton	Gutknecht	Murtha
Buyer	Hall (TX)	Myrick
Callahan	Hansen	Nethercutt
Calvert	Hastings (WA)	Ney
Camp	Hayes	Northup
Campbell	Hayworth	Norwood
Canady	Hefley	Nussle
Cannon	Henger	Ose
Cardin	Hill (MT)	Oxley
Castle	Hobson	Packard
Chabot	Hoeffel	Paul
Chambliss	Hoekstra	Pease
Chenoweth	Horn	Petri
Coble	Hostettler	Pickering
Coburn	Houghton	Pitts
Collins	Hulshof	Pombo
Combust	Hunter	Portman
Cook	Hutchinson	Pryce (OH)
Cooksey	Hyde	Quinn
Cox	Isakson	Radanovich
Crane	Istook	Ramstad
Cubin	Jenkins	Regula
Cunningham	John	Reynolds
Davis (VA)	Johnson (CT)	Riley
Deal	Johnson, Sam	Rivers
DeLay	Jones (NC)	Roemer
DeMint	Kasich	Rogan
Diaz-Balart	Kelly	Rogers
Dickey	King (NY)	Rohrabacher
Dooley	Kingston	Ros-Lehtinen
Doolittle	Klink	Roukema
Doyle	Knollenberg	Royce
Dreier	Kolbe	Ryan (WI)
Duncan	Kuykendall	Ryun (KS)

Salmon	Souder	Turner
Sanford	Spence	Upton
Saxton	Stearns	Vitter
Scarborough	Stenholm	Walden
Schaffer	Stump	Walsh
Sensenbrenner	Sununu	Wamp
Sessions	Sweeney	Watkins
Shadegg	Talent	Watts (OK)
Shaw	Tancred	Weldon (FL)
Shays	Tanner	Weldon (PA)
Sherwood	Tauzin	Weller
Shimkus	Taylor (MS)	Whitfield
Shuster	Taylor (NC)	Wicker
Simpson	Terry	Wilson
Skeen	Thomas	Wise
Smith (MI)	Thornberry	Wolf
Smith (NJ)	Thune	Young (AK)
Smith (TX)	Tiahrt	Young (FL)
Smith (WA)	Toomey	

NOT VOTING—10

English	Kennedy	Porter
Hilleary	Lewis (GA)	Stark
Hinchey	McDermott	
Holden	Peterson (PA)	

So the amendment was not agreed to.

§11.25 RECORDED VOTE

A recorded vote by electronic device was ordered in the Committee of the Whole on the following amendment submitted by Mr. CROWLEY:

Page 42, after line 10, insert the following:

SEC. 5. SENSE OF CONGRESS.

It is the sense of the Congress that high quality teachers are an important part of the development of our children and it is essential that Congress work to ensure that the teachers who instruct our children are of the highest quality possible.

It was decided in the { Yeas 425
affirmative { Nays 0

§11.26 [Roll No. 318]
AYES—425

Abercrombie	Burr	Deutsch
Ackerman	Burton	Diaz-Balart
Aderholt	Buyer	Dickey
Allen	Callahan	Dicks
Andrews	Calvert	Dingell
Archer	Camp	Dixon
Armey	Campbell	Doggett
Bachus	Canady	Dooley
Baird	Cannon	Doolittle
Baker	Capps	Doyle
Baldacci	Capuano	Dreier
Baldwin	Cardin	Duncan
Ballenger	Carson	Dunn
Barcia	Castle	Edwards
Barr	Chabot	Ehlers
Barrett (NE)	Chambliss	Ehrlich
Barrett (WI)	Chenoweth	Emerson
Bartlett	Clay	Engel
Barton	Clayton	Eshoo
Bass	Clement	Etheridge
Bateman	Clyburn	Evans
Becerra	Coble	Everett
Bentsen	Coburn	Ewing
Bereuter	Collins	Farr
Berkley	Combust	Fattah
Berman	Condit	Filner
Berry	Conyers	Fletcher
Biggert	Cook	Foley
Bilbray	Cooksey	Forbes
Bilirakis	Costello	Ford
Bishop	Cox	Fossella
Blagojevich	Coyne	Fowler
Billey	Cramer	Frank (MA)
Blumenauer	Crane	Franks (NJ)
Blunt	Crowley	Frelinghuysen
Boehlert	Cubin	Frost
Boehner	Cummings	Gallegly
Bonilla	Cunningham	Ganske
Bonior	Danner	Gejdenson
Bono	Davis (FL)	Gekas
Borski	Davis (IL)	Gephardt
Boswell	Davis (VA)	Gibbons
Boucher	Deal	Gilchrest
Boyd	DeFazio	Gillmor
Brady (PA)	DeGette	Gilman
Brown (FL)	Delahunt	Gonzalez
Brown (OH)	DeLauro	Goode
Capps	DeLay	Goodlatte
Capuano	DeMint	Goodling
Carson		

Gordon	McCarthy (MO)	Sanders
Goss	McCarthy (NY)	Sandlin
Graham	McCollum	Sanford
Granger	McCrery	Sawyer
Green (TX)	McGovern	Saxton
Green (WI)	McHugh	Scarborough
Greenwood	McInnis	Schaffer
Gutierrez	McIntosh	Schakowsky
Gutknecht	McIntyre	Scott
Hall (OH)	McKeon	Sensenbrenner
Hall (TX)	McKinney	Serrano
Hansen	McNulty	Sessions
Hastings (FL)	Meehan	Shadegg
Hastings (WA)	Meek (FL)	Shaw
Hayes	Meeks (NY)	Shays
Hayworth	Menendez	Sherman
Hefley	Metcalf	Sherwood
Herger	Mica	Shimkus
Hill (IN)	Millender-	Shows
Hill (MT)	McDonald	Shuster
Hilleary	Miller (FL)	Simpson
Hilliard	Miller, Gary	Sisisky
Hinojosa	Miller, George	Skeen
Hobson	Minge	Skelton
Hoeffel	Mink	Slaughter
Hoekstra	Moakley	Smith (MI)
Holt	Mollohan	Smith (NJ)
Hooley	Moore	Smith (TX)
Horn	Moran (KS)	Smith (WA)
Hostettler	Moran (VA)	Snyder
Houghton	Morella	Souder
Hoyer	Murtha	Spence
Hulshof	Myrick	Spratt
Hunter	Nadler	Stabenow
Hutchinson	Napolitano	Stearns
Hyde	Neal	Stenholm
Inslee	Nethercutt	Strickland
Isakson	Ney	Stump
Istook	Northup	Stupak
Jackson (IL)	Norwood	Sununu
Jackson-Lee	Nussle	Sweeney
(TX)	Oberstar	Talent
Jefferson	Obey	Tancredo
Jenkins	Olver	Tanner
John	Ortiz	Tauscher
Johnson (CT)	Ose	Tauzin
Johnson, E. B.	Owens	Taylor (MS)
Johnson, Sam	Oxley	Taylor (NC)
Jones (NC)	Packard	Terry
Jones (OH)	Pallone	Thomas
Kanjorski	Pascarell	Thompson (CA)
Kaptur	Pastor	Thompson (MS)
Kasich	Paul	Thornberry
Kelly	Payne	Thune
Kildee	Pease	Thurman
Kilpatrick	Pelosi	Tiahrt
Kind (WI)	Peterson (MN)	Tierney
King (NY)	Petri	Toomey
Kingston	Phelps	Towns
Kleczka	Pickering	Traficant
Klink	Pickett	Turner
Knollenberg	Pitts	Udall (CO)
Kolbe	Pombo	Udall (NM)
Kucinich	Pomeroy	Upton
Kuykendall	Porter	Velazquez
LaFalce	Portman	Vento
LaHood	Price (NC)	Visclosky
Lampson	Pryce (OH)	Vitter
Lantos	Quinn	Walden
Largent	Radanovich	Walsh
Larson	Rahall	Wamp
Latham	Ramstad	Waters
LaTourette	Rangel	Watkins
Lazio	Regula	Watt (NC)
Leach	Reyes	Watts (OK)
Lee	Reynolds	Waxman
Levin	Riley	Weiner
Lewis (CA)	Rivers	Weldon (FL)
Lewis (KY)	Rodriguez	Weldon (PA)
Linder	Roemer	Weller
Lipinski	Rogan	Wexler
LoBiondo	Rogers	Weygand
Lofgren	Rohrabacher	Whitfield
Lowe	Ros-Lehtinen	Wicker
Lucas (KY)	Rothman	Wilson
Lucas (OK)	Roukema	Wise
Luther	Roybal-Allard	Wolf
Maloney (CT)	Royce	Woolsey
Maloney (NY)	Rush	Wu
Manzullo	Ryan (WI)	Wynn
Markey	Ryun (KS)	Young (AK)
Martinez	Sabo	Young (FL)
Mascara	Salmon	
Matsui	Sanchez	

NOT VOTING—8

English	Kennedy	Peterson (PA)
Hinchey	Lewis (GA)	Stark
Holden	McDermott	

So the amendment was agreed to.

§18.27 RECORDED VOTE

A recorded vote by electronic device was ordered in the Committee of the Whole on the following amendment submitted by Mr. MARTINEZ:

Strike out all after the enacting clause and insert the following:

SECTION 1. SHORT TITLE.

This Act may be cited as the “Smart Classrooms Act”.

SEC. 2. SMART CLASSROOMS.

(a) IN GENERAL.—Title II of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6601 et seq.) is amended—

(1) by striking the heading for title II and inserting the following:

“TITLE II—SMART CLASSROOMS”;

(2) by striking sections 2001 through 2003;

(3) by striking parts A, B, and D;

(3) by redesignating part C as part D; and

(4) by inserting after the title heading the following:

“PART A—QUALIFIED TEACHERS IN EVERY CLASSROOM**“Subpart 1—Findings; Purpose; Authorization of Appropriations****“SEC. 2001. FINDINGS.**

“The Congress finds as follows:

“(1) All students can learn and achieve to high standards.

“(2) States that have shown the most success in improving student achievement are those that have developed challenging content and student performance standards, have aligned curricula and assessments with those standards, have prepared educators to teach to those standards, and have held schools accountable for the achievement of all students against those standards.

“(3) Increased teachers’ knowledge of academic content and effective teaching skills is associated with increases in student achievement. While other factors also influence learning, teacher quality makes a critical difference in how well students learn, across all categories of students. For example, recent research has found that teachers’ expertise has a greater impact on students’ achievement in reading than any other in-school factor.

“(4) A crucial component of an effective strategy for achieving high standards is ensuring, through professional development, that all teachers provide their students with challenging learning experiences in the core academic subjects.

“(5) Recent research has found that teachers who participate in sustained curriculum-centered professional development are much more likely to report that their teaching is aligned with high standards than are teachers who have not received such training.

“(6) Research has found that high-quality professional development is—

“(A) linked to high standards; professional development activities should improve the ability of teachers to help all students, including females, minorities, children with disabilities, children with limited English proficiency, and economically disadvantaged children, reach high State academic standards;

“(B) focused on content; professional development activities should advance teacher understanding of 1 or more of the core academic subject areas and effective instructional strategies for improving student achievement in those areas;

“(C) collaborative; professional development activities should involve collaborative groups of teachers, principals, administrators, and other school staff from the same school or district;

“(D) sustained; professional development activities should be of sufficient duration to

have a positive and lasting impact on classroom instruction and, to the greatest extent possible, should include follow-up and school-based support such as coaching or study groups;

“(E) embedded in a plan; professional development activities should be embedded in school and district-wide plans designed to raise student achievement to State academic standards; and

“(F) informed by research; professional development activities should be based on the best available research on teaching and learning.

“(7) Students who attend schools with large numbers of poor children are less likely to be taught by teachers who have met all State requirements for certification or licensure or who have a solid academic background in the subject matter they are teaching.

“(8) Despite the fact that every year the Nation’s colleges and universities produce many more teachers than are hired and that over 2,000,000 individuals who possess education degrees are currently engaged in activities other than teaching, many school districts experience difficulty recruiting and hiring enough fully qualified teachers. Among the reasons researchers have found for districts hiring less than fully qualified teachers are—

“(A) cumbersome and poorly coordinated State licensing procedures and local hiring practices;

“(B) the lack of reciprocity of teacher credentials, pensions, and credited years of experience across State and school district lines;

“(C) a lack of support for new teachers, such as high-quality mentoring programs, that can help reduce the attrition rate and the number of new teachers that school districts must hire every year; and

“(D) compensation systems that do not adequately reward teachers for improving their knowledge and skills.

“SEC. 2002. PURPOSE.

“The purpose of this part is to support the improvement of classroom instruction, so that all students are able to achieve to challenging State content and student performance standards in the core academic subjects, by providing assistance to State and local educational agencies in their efforts to recruit and retain a fully qualified instructional staff by—

“(1) supporting States and local educational agencies in continuing the task of developing challenging content and student performance standards and aligned assessments, revising curricula and teacher certification requirements, and using challenging content and student performance standards to improve teaching and learning;

“(2) assisting high-poverty local educational agencies and low-performing local educational agencies that have the greatest difficulty in recruiting and retaining fully qualified teachers;

“(3) supporting States and local educational agencies, in partnerships with institutions of higher education, to recruit and retain teachers in subject areas in which the State has determined there to be a shortage of teachers;

“(4) ensuring that all instructional staff have the subject matter knowledge and teaching skills necessary to teach effectively in all subjects in which they provide instruction;

“(5) providing assistance to new teachers during their first 3 years in the classroom; and

“(6) ensuring that teachers, principals, administrators, and other school staff have access to professional development that is aligned with challenging State content and